



LAMAR UNIVERSITY

Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

| Course Number: | Course Name: | Course-based Embedded Hours (see Appendix I) |
|-------------------------|----------------------------------------|-------------------------------------------------|
| EDLD 5366 : 8028 | Digital Graphics and Web Design | 12 hours |

| Description of the Assignment/Performance Tasks (see Appendix I) | <h2>Week 5 _EDLD 5366_8028</h2> <h3>Digital Graphics and Web Design : Course Reflections</h3> |
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| <p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a</p> | <p>In preparation to write this reflection, I have mulled the projects over in my head for the better part of the last week and tonight, referred to the instructions my blog post reflections for a little guidance. Before I am done, I will also refer to the embedded course reflection instructions for this course and edit to bring everything to completion.</p> <p>I was so excited to be starting a course that would introduce me to software and processes that I had not used before or recently. In using the sites http://www.bl.uk and http://www.sacred-texts.com/new/ceit/bok/index.htm I was able to experience the visual "wow" of looking at ancient religious manuscripts that I will more than likely never get to experience in person. The way the site was developed gives one the feel of turning the pages as the manuscripts are enjoyed page by page. It was a wonderful experience! It still has me awestruck when I stop and think about the painstaking work involved in creating each border, each motif, each page of text, every letter, by hand perfectly without smudges, in ancient times. Yet, even in ancient times the the ancient authors utilized the basic design principles, Contrast, Repetition, Alignment, and Proximity to create understanding, emphasize key points, create the mood, create explanations, etc. Did the course live up to the high expectations created by this grand first experience, well... yes and no.</p> |

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| <p>minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points) <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, | <p>I did get to apply the design principles during the processes of creating a personal logo, and participating in the creation of a group web site, I did get to practice the use of each of the design elements to achieve the overall project goals. In the course of week three, I was shown the new Bloom's taxonomy and provided evidence that through brain research, educators now know that learning occurs from scaffolding of information, but understanding is broadened and deepened when auditory and visual stimuli are applied appropriately. Hence, the discussion of animation and gaming came about. I think this would have made more sense included in the readings of the first week. Creating personal logos was the week two topic as a means of teaching kids about creating their online signature responsibly. And in week 3, More than one method of creating animations was introduced, but I felt there were not enough background reading content or instruction to justify the real value of using animations to supplement or use in place of instruction. Additionally, I felt the discussion board topic, Gaming in Education, was misplaced as the centerpiece of the week 4 discussion (we were building web sites in week 4). To me, it would have made more sense to include it as a discussion centerpiece in week 3 when we were creating our own animations. Also, the week three readings centered on the "How-To" instructions for the applications we were to use, but the readings fell short of supplying the educational tie in. How can creating animations turn kids on to creating their own games, becoming future programmers or become reflective tools for learning? I felt that piece was missing. I received an invitation to attend a webinar presented by Dr. Jim Bower, a prominent neuro scientist and founder of Whyville.net, a virtual world where kids are presented real world problems, and earn points for solving them. I understood the webinar introduction to say he is currently on staff at UT – Austin. Without going into a lot of detail, this webinar put the advantages and benefits of gaming in education into a perspective that was lacking from the information included for the class. While the work of doctors Rose, Meyer, Schwartz, and Beichner, "Teaching every student in the digital age: Universal Design for Learning. " was useful for defining multimedia as, " a presentation of information that incorporates multiple media such as text, audio, graphics, and animation," and Andrew Churches April 2008 article, : Bloom's Taxonomy Blooms Digitally, provided much needed information about how the brain processes information and the need for multiple types of information delivery, it may have been more suited to inclusion as a week 1 or 2 reading than week 3. The discussion of gaming by Dr. Bower with illustrations of the real world problem solving scenarios made the benefits of gaming obvious. Technology facilitators are going to have to stretch to get busy teachers to try Styckz or similar simple graphics animation programs to create simple scenes to illustrate a segment from a required reading or demonstrate how atoms move, etc.</p> <p>The fourth week of the course, brought with it the creation of a group website. Our group consisted of Blaine Locheed, Janet Lumpkin, Kimberly McKay, Dana Chellette, and myself. After adopting a group logo created by Blaine. The Logo was utilized throughout the website to emphasize the growth of technology.</p> |
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| <p>wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p> | <p>The site consists of a Home page, a regular ed. teacher page, a special ed. teacher page, a cyber ethics page, and a resources page with "How-To" instructions for creating an animation with the Styckz program and two other web 2.0 tools. The site is at this URL https://sites.google.com/site/growingschoolswithtechnology/ I think every district in the state of Texas already has a website, i.e. school web site creation is not a new thing. Some districts demand teachers create and maintain a classroom site for every class, others do not. The resources used to create, host, and maintain the sites vary widely for many reasons; however the discussion must focus on integration of a website into PK – 12 Classroom. If bandwidth is not abundant and external internet access is not reliable, using a remotely hosted site free or not, is not advisable and multimedia resources must be kept to minimums to conserve bandwidth for online courses. For the sake of discussion, I am going to pretend it isn't an issue.</p> <p>What is the issue is what features should a PK-12 website possess in order to be useful, but not overwhelming to teachers of all technology skill levels. What is it feasible to expect teachers to create and maintain daily in addition to their other duties. That is the key.... The website should only be a new way to accomplish old tasks without adding extra work at the very least. At the very most, it should enable a teacher to stretch to include as much interactive content and communication as he/she wishes to support. Most schools require teachers to input grades into an electronic grade book and most districts have a district domain with an official domain email account. Many teachers type their lesson plans in tabular format rather than write them by hand, but many in rural areas only have internet access at school. To accommodate these minimal requirements without requiring extra work for the teacher, the school web site should provide a Teacher Portal for each teacher that includes: a lesson plan template for the teacher to download, complete, and upload each week's lesson plan for each class; an electronic grade book with a calendar of due dates that could be automatically pulled from the uploaded lesson plans, an email system to maintain communications with parents and peers; a course syllabus, a list of helpful resources, and an interactive classroom message board for each class that notifies the teacher with an email any time a student or parent post is made. To stretch and encourage teacher and student use of web 2.0 tools, the teacher should be able to add links to pertinent multimedia tools and content, and accept uploaded student assignments of varying kinds with the ability to archive documents each 6 weeks, semester, and/or school year prior to uploading into every students' permanent eportfolio archive (which by the way does already exist in at least a basic form as TREX). The sites should be inviting, cheerful, and simple for all who use them. The biggest asset of a single site as described above would be simplicity. One login, one URL, one basic interface with all the necessary tools in one place for every teacher. I envision it having the look and feel of the Project Share site, but the gradebook would be interconnected to the TxEIS database so grade transference is automatic- no exports required. Simplicity will result in increasing use of all tools by teachers, increasing communication between teachers, students, and their parents and increasing the use of interactive multimedia</p> |
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| | <p>tools to address the needs of diverse learners. Districts would realize cost savings for paper and ink as grades, lesson plans, and assignments are turned in electronically. Administrators would have readily available online archives of teacher lesson plans to review as part of their teacher evaluation process. Teachers would actually have more free time because after the first year, their lesson plans will be available for download, revision, resequencing, or deletion without having to completely redo them. The first year The thing is, the basic modules already exist under TEA's domain of influence. TxEIS, Project Share, and TREX . These individual web applications simply need to be modified to share information.</p> <p>In retrospect, I must say that my design skills are improved, and I have a new understanding of why students learn better with multiple audio and visual stimuli. I believe there is a valid argument for the inclusion of gaming as teaching tools... I used many multimedia games to teach my own children basic mathematics, spelling, reading, history, and geography facts, I know they work. I also know it makes sense to stretch that to include virtual environments to teach many other subjects. I am not sure I support those environments being the instruction and books and classroom time being the supplements. As the result of the group projects, I do think group web sites are much more fun to work on than a one person developer/maintainer system, but I am not sure Google Sites is quite ready for full blown use. I know our district does not have enough reliable bandwidth to consider sites and applications solely hosted at remote sites, but it would sure reduce the stress on me during thunderstorms to have these critical electronic tools located elsewhere. I think teachers do need to utilize a web portal type site incorporating multiple tools(lesson plans, gradebook, student submittal, classroom calendar, wiki, messaging, resource links), but I think there will be a one stop way to accomplish this feat in the near future so that it does not require redundant labor on the teacher's part to utilize multiple tools. This will. In turn lead to eportfolio archives for every teacher and student which will result in evaluations that will depend in some degree on reflections and summaries of the learning that each of these archives represents. Reflections and summaries that demonstrate mastery and document skill levels for graduation, certification, and other credentials, etc. It is the beginning of an assessment shift that is hard to fathom at this point. All in all, I have refreshed existing skills and learned new skills that are already being put to use in my current job and will come in very handy in helping our teachers better meet the needs of the diverse learners in their classrooms.</p> <p>Works Cited:</p> <p>The URL of the Online British Gallery of ancient books and the link for the Celtic Book of Kell. http://www.bl.uk and http://www.sacred-texts.com/new/celt/bok/index.htm</p> <p>Bower, Dr. James, webinar about the benefits of gaming in education (I cannot locate the digital resource at this time. It was a webinar originally presented 12/8/2011, I viewed the recording February 16, 2012 as part of a series of gaming webinars provided by EdWeb.net.</p> |
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